

# LESSON PLAN: **GYMNASTICS**: YEAR 3: WEEK 2

**LESSON OBJECTIVE:** To explore and link different shapes to create a small sequence.

## **WARM UP (10 MINS)**

The alphabet game: Pupils are to jog around within a space. When the teacher shouts out a letter, pupils have to try and make that letter with their bodies.

## **MAIN LESSON (20 MINS)**

Put pupils into groups of 4. Each group can be given a task card with pictures of lots of different shapes. For example, tuck, star, pike, front support, back support, straddle sit, v- sit. Ask pupils to attempt the shapes focussing on good body tension and control. Highlight good examples.

**Develop:** Ask pupils to see if they can explore and find ways to create a new body shape. This can be developed further by asking pupils to create a body shape using a certain number of body parts.

## **GAME/COMPETITION (15 MINS)**

Ask pupils in their groups to choose 4 of their favourite shapes to link together with the travelling movements from the previous lesson. Explain to pupils that they need to find ways to smoothly move in and out of each shape in a controlled manner. Pupils can also be asked to perform their sequences together in unison.

## **EQUIPMENT**

- Mats

## **KEYWORDS**

- Shapes
- Body tension
- Body posture
- Control

## **DIFFERENTIATION**

### **LESS ABLE**

- You can differentiate the task card using a traffic light system to show which shapes are the easiest to perform, and ask pupils to start with those first before moving on to the more difficult shapes.

### **MORE ABLE**

- Add more shapes to the sequence.



# ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	5	Can they perform the shapes to a high ability?
	4	Can they perform the shapes with a certain degree of control?
	3	Can they perform some of the shapes, with very little control?
Tactics, Rules & Teamwork	5	Works with their partner & demonstrates knowledge & understanding of to create different shapes.
	4	Can work with a partner & understands how to create shapes.
	3	Starts communicating with a partner.
Show & Link	5	Can they link: travelling in a variety of ways with shapes to perform a short sequence?
	4	Can they show and link: travelling and different shapes.
	3	Show a variety of shapes.
Describe Ways to Improve	5	Are able to describe and improve performance.
	4	Are able to describe performance.
	3	Are able to see differences in performance against a simple model.
Fitness & Health	5	Shows a solid understanding of why physical activity has health benefits.
	4	Has some knowledge of why physical activity has health benefits.
	3	Has little knowledge of why physical activity has health benefits.